
Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: NURS 477

or Degree Plan(s): BSN

This course is cross-listed as NURO 477. A course closure for NURO 477 will be put through ACU Online Council.

Rationale: In response to accreditation and regulation (CCNE and Texas Board of Nursing) changes in expectations, the BSN Program is undergoing a complete revision beginning with Program outcomes. The previous outcomes (Program and Course) were re-written to provide better clarity and transparency. All courses will undergo revisions in outcomes and course descriptions to align with the Program Outcomes. Additionally, over time, some course content migration has occurred so the BSN Program desires to better capture both expectations and actual content delivery with the updates. The actual content in the courses will not change.

Title (previous): Evidence-Based Community and Population Health

Title (new): Community and Population Health

Description (previous): Community and Population Health introduces students to the competencies and roles of community health and public health nursing for disease prevention, health promotion, health maintenance, health restoration, and health surveillance for communities and targeted populations in a variety of community health care settings. Prerequisite: NURS 360 and NURS 361. Course fee. Same as NURO 477.

Description (new): This course focuses on the role of the nurse in promoting population health through evidence-based, patient-centered care. Emphasis is placed on disease prevention, health promotion and maintenance, and health surveillance for communities and populations.

Student learning outcomes (previous):

1. As a novice to advanced beginner, apply and adapt basic clinical reasoning, and establish evidence-based nursing competencies to holistically address and prioritize diverse, simple to complex group/community/population preferences, values in community health settings.
2. As a novice to advanced beginner, engage patients in their care decisions, and demonstrate effective communication skills and shared decision making with the interdisciplinary health care team for the achievement of the highest potential and safe patient health outcomes.
3. As a novice to advanced beginner, demonstrate knowledge of professional, legal, ethical, and regulatory standards for individual performance and relate system effectiveness for safe nursing competencies, planning the delegation of patient care to others, and demonstrate an understanding of the efficient use and allocation of health care resources.
4. As a novice to advanced beginner, apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients to ensure safety and quality, apply established evidence-based best practices, and the management of confidential information technology for seamless care and transition within health care systems.
5. As a novice to advanced beginner, demonstrate professional values such as caring,

advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence in the Christian leadership and service of professional nursing.

6. As a novice to advanced beginner, explores the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient advocacy, and participation in professional student nursing organizations.
7. As a novice to advanced beginner, engages in self-care and reflection to prepare for professional demands, pursues growth to professional competence within the program, and understands the need to participate in lifelong career and professional development.

Student learning outcomes (new):

1. Apply clinical reasoning and evidence-based nursing practice to holistically address the needs of diverse individuals and populations.
2. Engage with patients and interprofessional collaborative partners using effective communication and shared decision-making to optimize health outcomes in population health.
3. Assume accountability for practice according to professional and regulatory standards to promote safe nursing practice to promote population health.
4. Illustrate knowledge of healthcare systems and technology to coordinate safe, quality, and equitable care to diverse populations.
5. Apply professional values in caring for patients while pursuing excellence in Christian leadership and service in population health.
6. Illustrates safe, quality care and how evidence-based practice helps to improve population health outcomes.
7. Engages in self-reflection for personal and professional development.

	Campus-Level Academic Review ¹	✓	—	✗	U	W	0
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A

	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		/								
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	.	1	2	3	4	5	6	7	8
27.	Change course outcomes of an included course	A	A	A	A	A	A	A	-	A
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	A
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	A
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	A

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Rebekah Mullins B.W., PhD Department/School(s) 11/18/2025

 Chair Signature

Date

Theresa Naldoza (Nov 18, 2025 09:36:10 CST)

11/18/2025

Chair/Program Director Signature

Date

College Academic Council(s)

Heidi Jones

11/24/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



11/25/2025

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date
